

CHILD CARE CENTER REVISIONS TO THE PROPOSED REPORT CARD AND RATED LICENSING RULES

In response to the public comments received regarding the proposed report card and rated licensing rules, the Department has made several revisions to the proposed rules. Public comments were gathered during informational meetings/presentations and seven public hearings held across the state. The significant changes are highlighted in yellow on the following component areas. Below is some additional information about the highlighted changes and changes that may not be directly reflected in the component areas:

Changes that impact both child care centers and family & group child care homes:

- ☐ The percentage of teaching staff required to have a professional development plan will only apply to teaching staff that have been employed by the agency for at least one hundred and twenty (120) days.
- ☐ The Early Learning component was changed to Developmental Learning and now includes sections for the Tennessee Early Learning Developmental Standards (for programs serving children zero to sixty months), and for School-age Developmental Learning Standards (for programs serving children older than sixty months).
 - ☐ Three (3) hours of training on the appropriate developmental learning standards will be required for the director and a percentage of all teaching staff who have been employed at least one hundred twenty (120) days.
 - ☐ After the initial training, three (3) hours of appropriate training to satisfy the requirements of the Developmental Learning component must be completed once every three (3) years.
 - ☐ Substitutes who have acted as caregivers less than two hundred (200) hours in the previous calendar year shall be exempt from this requirement.
 - ☐ The following definition for School-age Developmental Learning Standards was added to the rules: "Standards which document the continuum of developmental milestones for school-age children based on the research about the processes, sequences, and long term consequences of learning and development."
- ☐ In several instances the words "hold" or "holding" were changed to "offer" or "offering" in the Parent / Family Involvement components.
- ☐ A handful of reference inaccuracies were corrected in the proposed rules.

Additional General Comments:

- ☐ The Department will provide training and support regarding the use of the Professional Development Form through TECTA, TOPSTAR, CCR&R and Licensing.

- ❑ Where appropriate, the department will collaborate with TOPSTAR, TECTA, CCR&R and other partner organizations to develop standard forms for provider use if they so choose and to develop strategies for integrating necessary paperwork into provider workflow.
- ❑ The Department will be offering PSAM grants to providers who meet eligibility requirements, including caring for children on the certificate program.
- ❑ The Department will work with TECTA to explore online learning options for the Early Childhood Technical Certificate.
- ❑ The Department is open to exploring an option to have three star providers mentor zero and one star providers.

THE FOLLOWING PAGES CONTAIN THE PROPOSED CHILD CARE CENTER COMPONENTS

Black = Original Wording Unchanged Red Text = New Item Blue Text = Reworded or Slightly Modified Item

YELLOW HIGHLIGHTS INDICATE THE FURTHER REVISIONS
TO THE PROPOSED RULES THAT RESULTED FROM THE PUBLIC COMMENTS

CHILD CARE CENTERS

Red Text = New Item

DIRECTOR QUALIFICATIONS

Complies with Licensing Regulations	One Star Rating	Two Star Rating	Three Star Rating
<ul style="list-style-type: none"> ❑ High School Diploma and 4 years of full-time work experience with young children. ❑ 4 hours of pre-employment training. ❑ 30 hours of TECTA or comparable training, or 4 years of college and one year full-time work experience with young children; or 2 years of college with at least 30 hours in business or management, child or youth development, early childhood education or related field, and 2 years of full-time work experience with young children; or was employed as an on-site director or child care agency owner as of July 1, 2000. 	<ul style="list-style-type: none"> ❑ High School diploma or its equivalent. ❑ Thirty (30) hours of pre-service orientation training, including age specific training, inclusion of children with special needs, and business/management administration ❑ Five (5) years of experience in early care and/or education, with four (4) years of experience administering an early care and/or education program. <p style="text-align: center;">OR</p> <p style="text-align: center;">Program Administrators Credential, beginning October 2009</p> <ul style="list-style-type: none"> ❑ Professional development plan updated annually. 	<ul style="list-style-type: none"> ❑ High School diploma or its equivalent. ❑ Thirty (30) hours of pre-service orientation training, including age specific training, inclusion of children with special needs, and business/management administration. ❑ Eight (8) years of experience in early care and/or education with four (4) years of experience administering an early care and/or education program. <p style="text-align: center;">OR</p> <p style="text-align: center;">Bachelor's degree or higher in a relevant area (including early childhood education, child development, education, liberal arts, business administration, human ecology and/or consumer sciences) and five (5) years of experience in early care and/or education.</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Program Administrators Credential, beginning October 2009</p> <ul style="list-style-type: none"> ❑ Professional development plan updated annually. 	<ul style="list-style-type: none"> ❑ Twenty (20) hours of training annually, including the minimum training hours required to meet existing Department licensing requirements. ❑ One (1) of the following: <p>High School diploma or its equivalent with current Child Development Associate credential or Early Childhood Technical Certificate [minimum of eighteen (18) cumulative credit hours awarded by an accredited academic institution] or equivalent and seven (7) years of experience administering an early care and/or education program; or</p> <p>Associate's Degree in a relevant area (including early childhood education, child development, education, liberal arts, business administration, human ecology, and/or consumer sciences) and four (4) years experience administering an early care and/or education program; or</p> <p>Bachelor's degree or higher in a relevant area (including early childhood education, child development, education, liberal arts, business administration, human ecology and/or consumer sciences) and two (2) years of experience administering an early child care and/or education program.</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Program Administrators Credential, beginning October 2009</p> <ul style="list-style-type: none"> ❑ Professional development plan updated annually.

CHILD CARE CENTERS

PROFESSIONAL DEVELOPMENT

(Qualifications of teaching staff, who are paid staff that work with children and are used to meet adult child ratios *)

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Complies with Licensing Regulations	One Star Rating	Two Star Rating	Three Star Rating
<ul style="list-style-type: none"> ❑ First year: Completion of 18 hours of in-service training including 2 hours of pre-service training within the first 30 days; an additional 6 hours within the first 6 months, and the remaining 10 hours before the end of the first year. ❑ After first year: Completion of 12 hours of training annually. 	<ul style="list-style-type: none"> ❑ All teaching staff have a minimum high school diploma or its equivalent. ❑ At least 50% of the teaching staff have a professional development plan, and training hours that support the goals of the plan. ❑ Ten percent (10%) of teaching staff have thirty (30) hours of training through TECTA Orientation, a Tennessee Technology Center or, as approved by the Department, equivalent training on a standardized curriculum specific to age group/setting that includes working with children with special needs. ❑ All teaching staff annually receive a minimum of three (3) hours of training approved by the Department in excess of the training hours required by Department regulations. 	<ul style="list-style-type: none"> ❑ All teaching staff have a minimum high school diploma or its equivalent. ❑ At least 75% of the teaching staff have a professional development plan, and training hours that support the goals of the plan. ❑ Twenty-five percent (25%) of teaching staff have one (1) of the following: Three (3) years of experience in early care and/or education and thirty (30) hours of training through TECTA Orientation, a Tennessee Technology Center or, as approved by the Department, equivalent training on a standardized curriculum specific to age group/setting that includes working with children with special needs, or documented enrollment therein; or Instructor documentation of enrollment showing annual progression in a Child Development Associate credential or Early Childhood Technical Certificate [minimum of eighteen (18) cumulative credit hours awarded by an accredited academic institution] program. ❑ All teaching staff annually receive a minimum of three (3) hours of training approved by the Department in excess of the training hours required by Department regulations. 	<ul style="list-style-type: none"> ❑ All teaching staff have a minimum high school diploma or its equivalent. ❑ All teaching staff have a professional development plan, and training hours that support the goals of the plan. ❑ Agency has a written plan for transitioning children affected by teaching staff turnover. ❑ All teaching staff receive at least six (6) hours of annual training in addition to the training required by Department licensing regulations. ❑ Fifty percent (50%) of teaching staff have one (1) of the following: Four (4) years of experience in an early care and/or education program and documented enrollment in TECTA Orientation or equivalent training as approved by the Department; or Three (3) years of experience in an early care and/or education program and documented enrollment showing annual progression in Child Development Associate credential or Early Childhood Technical Certificate [minimum of eighteen (18) cumulative credit hours awarded by an accredited academic institution] program or equivalent; or Two (2) years of experience in an early care and/or education program and a current Child Development Associate credential or Early Childhood Technical Certificate [minimum of eighteen (18) cumulative credit hours awarded by an accredited academic institution] or equivalent; or One (1) year of experience in an early care and/or education program and Associate's degree in a relevant field**; or Bachelor's degree or higher in a relevant field**.

*Exception for supervised students in a co-op program

** Definition of "relevant field" for the component area "Professional Development" - A degree in early childhood education, child development, education, liberal arts, business administration, human ecology, and/or consumer sciences, or a degree in any field with a minimum of six (6) semester hours in any of the fields listed here.

CHILD CARE CENTERS

PARENT / FAMILY INVOLVEMENT

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Blue Text = Reworded or Slightly Modified Item

Complies with Licensing Regulations	One Star Rating	Two Star Rating	Three Star Rating
<ul style="list-style-type: none"> ❑ Provides written policies and procedures at the time of admission. ❑ Requires pre-enrollment visit by or parent or designee. ❑ Maintains a plan for regular and ongoing communication with parents concerning curriculum, changes in personnel, planned changes affecting children's routine care. ❑ Conducts an awareness program for parents once a year that includes a child abuse prevention component, with information on the detection, reporting, and prevention of child abuse in centers and in the home. 	<ul style="list-style-type: none"> ❑ Provide a current quarterly bulletin board for communications and announcements to parents. ❑ Provide a quarterly written communication designed for parents. ❑ Offer one documented group parent meeting per licensing period to all parents of enrolled children. ❑ Offer one documented individual parent conference per licensing period. ❑ Plus 1 additional item from the 3 star category. 	<ul style="list-style-type: none"> ❑ Provide a current quarterly bulletin board for communications and announcements to parents. ❑ Provide a written communication every two months designed for parents. ❑ Offer one documented group parent meeting per licensing period to all parents of enrolled children. ❑ Offer one documented individual parent/teacher conference per licensing year. ❑ Provide parent education handouts to all parents on a variety of issues pertinent to the parent and child. ❑ Plus 2 additional items from the 3 star category. 	<ul style="list-style-type: none"> ❑ Provide a current quarterly bulletin board for communications and announcements to parents. ❑ Provide a written communication every month designed for parents. ❑ Offer one documented group parent meeting per licensing period to all parents of enrolled children. ❑ Offer one documented individual parent/teacher conference per licensing year. ❑ Provide parent education handouts to all parents on a variety of issues pertinent to the parent and child. ❑ Complete one documented project or activity involving families in the child care. ❑ Offer one documented parent education training per licensing year. ❑ Provide enrolling parents with a list of current community resources. ❑ Offer parents an annual opportunity to evaluate the curriculum, structure, and parent involvement aspects of the program. ❑ Have a documented parent advisory board that meets at least 2 times yearly to help implement and improve plans concerning parental involvement, curriculum, and program structure.

CHILD CARE CENTERS

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DEVELOPMENTAL LEARNING

Complies with Licensing Regulations	One Star Rating	Two Star Rating	Three Star Rating
<p>❑ Agency is currently licensed.</p>	<p>Programs Serving Children 0 - 60 months</p> <ul style="list-style-type: none"> ❑ Maintain copies of the TN-ELDS on site and available to staff. ❑ Director and 50% of teaching staff participate in three (3) hours of DHS approved training on the TN-ELDS. ❑ Director shall observe and document use of TN-ELDS. <p>Programs Serving Children Over 60 Months</p> <ul style="list-style-type: none"> ❑ Maintain copies of school-age developmental learning standards, approved by DHS, on site and available to staff. ❑ Director and 50% of teaching staff participate in three (3) hours of DHS approved training on school-age developmental standards. ❑ Director shall observe and document use of school-age developmental learning standards. 	<p>Programs Serving Children 0 - 60 months</p> <ul style="list-style-type: none"> ❑ Maintain copies of the TN-ELDS on site and available to staff. ❑ Director and 75% of teaching staff participate in three (3) hours of DHS approved training on the TN-ELDS. ❑ Director shall observe and document use of TN-ELDS. <p>Programs Serving Children Over 60 Months</p> <ul style="list-style-type: none"> ❑ Maintain copies of school-age developmental learning standards, approved by DHS, on site and available to staff. ❑ Director and 75% of teaching staff participate in three (3) hours of DHS approved training on school-age developmental standards. ❑ Director shall observe and document use of school-age developmental learning standards. 	<p>Programs Serving Children 0 - 60 months</p> <ul style="list-style-type: none"> ❑ Maintain copies of the TN-ELDS on site and available to staff. ❑ Director and 100% of teaching staff participate in three (3) hours of DHS approved training on the TN-ELDS. ❑ Director shall observe and document use of TN-ELDS. <p>Programs Serving Children Over 60 Months</p> <ul style="list-style-type: none"> ❑ Maintain copies of school-age developmental learning standards, approved by DHS, on site and available to staff. ❑ Director and 100% of teaching staff participate in three (3) hours of DHS approved training on school-age developmental standards. ❑ Director shall observe and document use of school-age developmental learning standards.